**Lesson Plan Format**

**Teacher Candidate: Christopher Yandoc Grade Level: 10 Date of lesson: November 2, 2015**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

* 10SS5: Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.
  + 10SS5.c Examine the scientific and technological changes during the Industrial Revolution.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

* The students should have prior knowledge on the inventions that emerged during the Industrial Revolution and its effect in the world.
* Students will have also gained experience in analyzing and identifying primary and secondary sources that they will use for their projects.
* Students have learned about which countries the Industrial Revolution took place in and what kind of effects did the Industrial Revolution have in that country.
* Students should have prior knowledge of being able to differentiate primary and secondary sources. If students don’t have previous knowledge of how to differentiate primary and secondary sources, I will and model with the students by giving examples so that students can distinguish the differences between the two.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

1. In the beginning of the lesson, students will locate primary and secondary sources of an innovation that emerged during the Industrial Revolution brought upon in England, France, Germany, Japan, and the United States.
2. During the main activity, the students will be paired with one of their peers where they will then select an invention that emerged during the Industrial Revolution and discuss how the effects the innovation brought upon to a country.
3. Upon completion of the lesson, students will be presenting their presentations to the class where their peers and the teacher will evaluate their projects by following a rubric that the students will use to grade each other’s presentations.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

* Informal Assessment:
  + Providing groups with checklists that provides each student in the group to select a role that be for the project so that each person is contributing. The checklist will also include the things that each role has to complete by the due date
  + Weekly meetings with each group in order for me to determine the progress of each group’s project and for me to discuss with students where they are struggling so that we can address any issues.
  + Teacher will monitor group work and their discussions about the project.
* Formal Assessment:
  + Students will create a PowerPoint or Prezi showing how the different inventions that emerged during the Industrial Revolution and the effects it brought upon in the economy. A rubric will be used by the class to evaluate the project.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Textbooks
* Primary and Secondary Sources
  + <https://legacy.fordham.edu/halsall/mod/modsbook14.asp>
  + <http://www.loc.gov/pictures/item/2005683642/>
* Computers/Smartboards
* List of various inventions that emerged during the Industrial Revolution

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

The teacher will start out with an authority style of teaching by providing the students with the requirements for the project. After the students receive the requirements, I will then prepare a short presentation to be demonstrated to class. This presentation will be basic information in order to see if the students have any prior knowledge on the Industrial Revolution as well as learn new information that they might not have learned. After the teacher is done providing the necessary information that the students need and presenting the presentation about the Industrial Revolution, the teacher will switch from an authority style of teaching to a facilitator style of teaching to provide students time in class to work with their groups to complete their projects. The role of the teacher as a facilitator is to provide guidance, support, allow the students to be more independent, more exploratory, and more-hands learning with their groups.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

* The teacher will distribute handouts (directions and rubrics) for the project in order for the student to know what they will be presenting about and how the teacher will grade their projects on.
* After the teacher distributes the handouts, the teacher will start a short lecture presentation on the Industrial Revolution that discusses countries that were associated with the Industrial Revolution, inventions that emerged in the Industrial Revolution and how these innovations brought social, political, and economic changes in the country as well as to determine what other prior knowledge students have about the Industrial Revolution.
* After the lecture, students will pair up with one of their peers where they will select an innovation from a list that I will provide with all of the various inventions that emerged during this era that they would like to present on.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

* The things that I will be modeling are differentiating between the primary and secondary sources by giving a handout with different kinds of sources and then having the students try to figure out which ones are primary sources and which ones are secondary sources. I will also model what I would like to see in the presentation by creating a sample that students can use as an example. In the initiation stage, the instructional grouping will be a whole class so that all of the students can get the instructions for the assignment at the same time and I can model the necessary aspects of the presentation project.
* After the initiation stage where it is a whole group instruction, the instructional grouping will be switched to a pair type of instruction to allow students to work with the partners so that they can start researching their invention that they selected. I will guide students during this time by having equal opportunity to discuss each pair’s progress for their projects.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

* I will close the lesson by having the students present their projects to their peers and their peers will give feedback by having them write down the strengths and weaknesses of the presenters and the presentation. Apart from writing the strengths and weaknesses of the presenters and the presentation, the students will also write down information that they learned from the presentation so that I can assess if the students have learned something from each other’s projects. This feedback will be turned in for a grade.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Enrique | This student is identified to have dysgraphia. The evidence that I have that shows this student has dysgraphia is by looking at his writings when he turns his assignments. I notice that there are several times where he has inconsistent spacing between words and letters when he writes. I also have noticed when I write notes on the board during lectures, he is slow at copying or writing it down. | The strategy that I would use in this lesson is provide the student with the notes or outline to reduce the amount of writing required or allow the student to type the notes on a word document. |
| Gabby | Gabby is a student with ADHD. The evidence that I observed that she has ADHD is asking her previous teachers because she is always getting off task which causes her to miss information because she isn’t listening and by talking to the parents during a parent-teacher conference, | Accommodations that I would provide during this lesson to meet this need is to provide written as well as oral directions so that in case she missed directions the first time, she has a copy and doesn’t have to ask questions unless it’s for clarifying something she didn’t understand. |
| Jared | Jared is a student that has trouble expressing himself verbally. I observed that when he would be presenting his assignments like projects or essays, he would be nervous and usually take many pauses. He would also have trouble pronouncing some of his words that he wrote. | An accommodation that I would provide for him is to allow him to use a tape recorder to record his voice and present his assignments through this method instead of going up to the front of the class and present. |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?